

| 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities. | | |
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| Strands: Interpretive Interpersonal Presentational | | |
| <u>Essential Question(s)</u> | <u>Enduring Understanding(s)</u> | |
| Content Statement(s) | CPI # | Cumulative Progress Indicator(s) |
| <p>The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.)</p> <p>Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</p> | 7.1.NH.A.1 | Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes. |
| | 7.1.NH.B.1 | Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes. |
| | 7.1.NH.C.2 | Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing. |
| | 7.1.NH.C.3 | Describe in writing people and things from the home and school environment. |
| Instructional Focus Examining recycling practices in the home and target culture communities | | |
| Performance Assessment Task Design a target language t-shirt that promotes green activities in home, school and community within your culture and the target culture for marketing to the local and international community through the school store and school website. | | |
| Instructional Strategies Click here for suggested input strategies. | | |
| <ul style="list-style-type: none"> ▪ Interpretive mode: | | |
| Provide students opportunities to practice the interpretive mode through reading, listening, and viewing of authentic materials as related to | | |

environmental practices.

Students:

- Read [websites](#) related to the environment and targeted toward children of the target culture.
- View [short video clips](#) on the environment.
- Gather information about environmental practices in the target culture by connecting with a [target culture classroom](#).

▪ **Interpersonal mode:**

Provide students multiple opportunities to interact with each other to find out about environmental practices in their community and the target culture community.

Students:

- [Create](#) a drawing based on oral description.
- Explore classmates' [environmental practices](#).
- Examine ways that common materials are recycled.
- [Share](#) information gained through interpretive tasks.
- Work in pairs or groups to solve an environmentally focused [tri-omino puzzle](#)
- Complete a [Web Quest](#) related to environmental issues or practices.
- Connect with a target language classroom through an e-mail exchange or webcam videoconference to exchange information with students from the target culture school related to environmental practices.

▪ **Presentational mode:**

Provide students opportunities to share knowledge related to environmental issues for a real purpose to a specific audience.

Students:

- Create a survey about environmental practices using an educational wiki and solicit input from members of the global community.
- Post information gained through the reading of articles and the viewing of video clips on an educational/social community site.
- Use digital tools to complete online survey related to environmental practices.
- Create an “I promise to...” multimedia presentation depicting environmental practices to incorporate into daily practices.

Hyperlinks:

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| Essential Questions | Enduring Understandings |
| <u>Interpretive:</u> | I will understand that... <u>Interpretive:</u> |

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| <p><u>K-5:</u> How can I help myself understand what I hear and read?</p> <p><u>6-12:</u> What comprehension strategies do I use when I don't know all the words that I hear and read?</p> <p><u>Interpersonal:</u> <u>K-5:</u> What can I do to keep the conversation going?</p> <p><u>6-12:</u> What can I do to keep the conversation going?</p> <p><u>Presentation:</u> <u>K-5:</u> How do I make my message understandable and interesting to my classmates, teacher, and others?</p> <p><u>6-12:</u> How do I make my message understandable and interesting to my audience?</p> | <p><u>K-5:</u> I can figure out what something means when I look for clues such as tone of voice, gestures, and visuals when listening and captions, pictures, titles, and familiar words when reading.</p> <p><u>6-12:</u> I can use my background knowledge, context clues, and my awareness of cognates, loanwords and word families to get the gist of what I hear and read.</p> <p><u>Interpersonal:</u> <u>K-5:</u> I can talk with others about topics that I have practiced. I attempt to use knowledge, skills and strategies I have already learned to keep the conversation going.</p> <p><u>6-12:</u> If I ask the right questions and give thoughtful responses, I can keep someone talking to me.</p> <p>I can talk around words that I do not know by using circumlocution (Use of alternate words and expressions to convey meaning or express an idea that is beyond my current ability.) For example, "The place where I buy stamps" for "post office."</p> <p><u>Presentation:</u> <u>K-5:</u> I have to think about what I want to say before I say it or write it so that my classmates, teacher, and others can understand me and are interested in what I have to say.</p> <p><u>6-12:</u> The choices I make in how I organize, edit, rehearse and deliver my message will affect how the message is understood and received.</p> |
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Suggested Input Strategies:

Introduce concepts related to conservation and recycling

Display an array of items that are made from recycled materials. Ask students to describe the items working alone, in pairs or groups. Allow students to compare descriptions with other students in pairs or groups and then to share the descriptions with the class. Ask students to guess what the items have in common. Once the students guess or are told that the items are made from recycled materials, tell students that you are going to investigate the habits of Americans with regard to conservation and recycling and compare those habits with those of a sister class in the target culture.

Pre-teaching vocabulary related to conservation and recycling

[TPR](#) is an effective strategy to make language understandable to novice students.

Magic Box Put culturally authentic pictures or miniature items representing environmental items and practices in a magic box. As a student blindly selects an item from the box, hold it up and tell students what it represents. For example, if a student selects a recycled greeting card, describe its color, texture, material, size, and use. Ask students questions related to the object. Is it a calendar? Is it sent as a birthday greeting? Is it a greeting card or a post card? What is it made from? Is it white or yellow? Does your family buy greeting cards made from recycled paper? Begin with yes/no questions, proceed to either/or and questions that require short responses.

Examine environmental practices

Poll Use the information obtained through an online poll to provide additional input in the target language while allowing students to examine their own environmental practices as well as those of their classmates and family members. Create an online poll to survey the class about personal, family, and community habits related to conservation and recycling. To find an authentic survey search “environmental habits survey” in the target language or put the sample survey in English found below in the target language.

The environmental survey may be put in any language.

| Environmental Practices | Always | Sometimes | Never |
|--|--------|-----------|-------|
| My family recycles paper. | | | |
| My family recycles cans. | | | |
| My family recycles bottles. | | | |
| My family recycles print cartridges. | | | |
| My family turns off the light when we leave a room. | | | |
| My family only uses the air conditioning when it is very hot. Otherwise, we open the windows. | | | |
| My family recycles used cell phones or we donate them. | | | |
| My family recycles used eye glasses or we donate them. | | | |
| My family recycles plastic bags. | | | |
| My family uses public transportation. | | | |
| My family walks to the store instead of driving. | | | |

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| My family brings materials to a recycling center. | | | |
| My family uses canvas bags when we shop. | | | |
| My family has a yard sale at least once a year. | | | |
| My school recycles paper. | | | |
| My school recycles cans. | | | |
| My school recycles bottles. | | | |
| My school has “green” signs to remind us to turn off the lights. | | | |
| My school recycles print cartridges. | | | |
| My town collects materials for recycling. | | | |

A search in Spanish for “environment for children” yielded <http://www.ecopibes.com/>. This website also has links to environmental websites in French, German, and Portuguese. Spiral questions to include ones that require yes/no, either/or and short responses. Include questions that ask students to compare cultural practices, products and perspectives.

Using a target language search engine, enter “environment for children”. Choose clips that contain visuals that help with understanding the spoken word and/or written text to support the message. Make sure that the speed of delivery allows for easy comprehension of the language.

To find a school to survey students about their environmental practices, click on www.thinkquest.org or www.epals.com. Both sites allow you to search for classrooms by location or project. Scaffold questions by starting with ones that elicit yes/no, either/or and short responses. Use the information gathered from the survey to compare and contrast responses from the two cultures.

Complete a *Find someone who...* activity related to the environment. The *find someone who...* activity may be put in any language.

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| Donates newspapers for recycling to a local charity. | Donates clothing for recycling to a local charity. | Reuses paper at home. | Makes crafts from old magazines. |
| Turns off the lights whenever leaving a room. | Takes canvas bags to the supermarket. | Picks up litter as part of a community project. | Recycles batteries. |
| Buys bottled water. | Turns off the computer when not in use. | Walks to school everyday. | Wears clothing made from recycled materials. |

Students interview classmates with the goal of finding someone in the class who participates in the targeted activities. Once they find someone who responds affirmatively, they ask that student to sign his/her name. The teacher decides how many responses students may solicit from the same classmate. Teacher models the process with a student and asks two students to model at least one exchange prior to allowing students to work independently. Additional scaffolding should be provided as needed.

Students compare environmental practices in a target culture country or city by sharing information gained from reading different texts. Each student chooses the five most important words from the text read and shares them with a partner. They explain to each other why they selected those words.

One student is given an environmental poster from the target culture and describes it to partner. The partner draws the poster. The first student confirms the accuracy of the drawing or provides additional description. The partner is encouraged to ask for additional information to aid in the creation of the poster. Use the image tab to search a target-language search engine for “environmental poster”.

TRI-ONOMO GRAPHIC ORGANIZER

Teacher creates a tri-onomo puzzle. Each line contains a definition or a word in the target language or a picture of a vocabulary word. After cutting up the puzzle into triangle shapes, students are given the puzzle to put together.

